AT Transitions:
Maintaining Continuity for
Assistive Technology Use

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IDEA 2004: SEC. 602.
Assistive Technology Device

(A) IN GENERAL.—The term 'assistive technology device' means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

(B) EXCEPTION.—The term does not include a medical device that is surgically implanted, or the replacement of such device.

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Assistive Technology Device

✓ An item or piece of equipment

✓ Increases functional capabilities when used

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Functional Life Skills

- Reading
- Written Expression
- Math
- Problem-solving
- Communication
- Recreation
- Daily organization

- Seating/Positioning
- Hearing
- Seeing
- Self-Care
- Mobility
- Behavior
- Specific task-related skills

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Transitions: Reasons To Use AT

- Increase levels of independence
- Improve quality of life
- Increase productivity
- Enhance performance
- Expand educational/ and vocational options
- Increase success
- Reduce amount of support needed

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(2) Assistive Technology Service

The term 'assistive technology service' means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

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Assistive Technology Services

1. Evaluating
2. Providing Devices
3. Selecting, Repairing
4. Coordinating
5. Training/Technical Assistance: Child and family
6. Training/Technical Assistance: Professionals

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(34) Transition services-

- The term `transition services' means a coordinated set of activities for a child with a disability that--

(A) is designed <u>to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's</u> movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

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(34) Transition services

(B) <u>is based on the individual child's needs</u>, taking into account the child's strengths, preferences, and interests . . . "

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Factors Affecting AT System Use	**Variables That May Change at Transition**
✪ individual needs and skills	✪ individual needs and skills
✪ opportunities	✪ opportunities
✪ environmental demands	✪ environmental demands
✪ attitudes of peers & partners	✪ attitudes of peers & partners
✪ support available	✪ support available

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Only the individual who uses assistive technology does not change in the transition.

Transition Services in IEPs Must:

- Be developed by the age of 16 or younger if appropriate
- Be updated annually
- Include measurable post-secondary goals based on age-appropriate transition assessments

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Research tells us:

- Competent AT use in school does not necessarily carry over to new environments.
- Students who use AT need to learn specific skills for successful transitions.
- Careful planning, quality AT services, & self determination skills, <u>together,</u> maximize successful transitions for people who use AT.

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Three Legs of AT Transitions to Support Quality Services

1. **AT Skills for Independence**

2. **AT Self-Determination Skills**

3. **AT Transition Planning in the IEP**

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AT Skills for Independence: An Overview

- Uses AT to complete everyday tasks and routines
- Is developing AT competencies

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Independent Use of AT

- Operational competence
- Functional competence
- Strategic competence
- Social competence

Adapted from Janice Light (1989)

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AT Operational Skills for Transition

- Turn device on/off
- Set-up the AT hardware or software
- Operate device with a minimum of help
- Trouble-shoot simple problems
- Obtain supplies needed for AT devices

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AT Functional Skills for Transition

- Determine what tasks to do in the new environment.
- Determine what parts of the tasks in the new environment will require the use of AT.
- Determine how AT will be included in everyday routines and activities.

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AT Strategic Skills for Transition

- Determine when to use low tech/no tech back up for AT
- Recognize when AT is malfunctioning and take action
- Determine when new AT device may be needed
- Determine when use of AT is not appropriate or needed

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AT Social Skills for Transitions

- Ask for help with the AT and say Thank You.
- Choose appropriate settings for the environment (e.g., volume, speed)
- Request new features or set-ups,
- Identify environmental accommodations needed
- Apply for/request funding assistance

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William's AT Skills for Transition

- Operational skills
- Functional skills
- Strategic skills
- Social skills

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QIAT
Quality Indicators for
Assistive Technology
Services

www.qiat.org

Transition Indicators Address:

QIAT Quality Indicators for Assistive Technology

- Student's AT needs specifically, including roles & responsibilities of team members
- Student empowerment to participate in transition planning
- Critical importance of advocacy re: AT use
- AT requirements in receiving environment
- Individualized timeline
- Equipment, training, and funding issues

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William Today

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Implications for Educators

- Competent AT implementation in school does not necessarily carry over to new environments.
- There are specific skills at every age that can be learned for AT transitions.
- Careful planning, quality AT services, and self-determination together maximize transitions.

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Creating a Transition Plan That Includes Assistive Technology

- Planning for the actions that the student will take in the new environment using AT
- Planning for the tasks that others will do to support the use of AT
- Helping people in the new environment understand AT and how and why it is used
- Teaching self-advocacy skills for AT use

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